



SOCIAL STUDIES

Canada

The Land, Histories, and Stories

Home Instructor's Guide and Assignment Booklet 2A

Module 2 Navigate the Maritimes

Grade 5 Social Studies
Module 2: Navigate the Maritimes
Home Instructor's Guide and Assignment Booklet 2A
ISBN 978-0-7741-2935-0

Cover Art: *compass, globe, and airplane* Image Club ArtRoom/Getty Images *maple leaf* © 2006 Jupiterimages Corporation

Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:



- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2007, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education. This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.

Table of Contents

Module 2: Navigate the Maritimes	4
Overview	4
Field Trips and Speakers	4
Supplemental Reading	5
Chapter Summaries	
Chapter 1: Baddeck Bound	7
Chapter 2: The Mi'kmaq of the Maritimes	8
Chapter 3: Oral Tradition	8
Chapter 4: Life in Early Acadia	9
Chapter 5: A Visit to the Fortress of Louisbourg	9
Chapter 6: An English Presence in Acadia	10
Chapter 7: The Great Expulsion	10
Chapter 8: Creating a Time Line	11

Overview for Module 2: Navigate the Maritimes

In Module 1 the student was introduced to three main characters—Luc Moreau, Solange Dupont, and Colette Charpentier. In this module, Solange travels through the Maritimes with her host family, the Fergusons and their daughter Kenna, learning about the Mi'kmaq, the British and French rivalry for control of the New World, the struggle of the Acadians, and the arrival of the United Empire Loyalists.

Along with Solange, the student will come to understand and appreciate the physical geography, environment, and natural resources of the region and how they affect the quality of life of its citizens.

Assessment

This is how the marks for Module 2 are distributed:

Assignment Booklet 2A

Chapter 2 Assignment	16 marks
Chapter 3 Assignment	8 marks
Chapter 4 Assignment	9 marks
Chapter 5 Assignment	7 marks
Chapter 7 Assignment	15 marks
Chapter 8 Assignment	<u>15 marks</u>
Total	70 marks

Assignment Booklet 2B

Chapter 9 Assignment	24 marks
Chapter 10 Assignment	10 marks
Chapter 11 Assignment	7 marks
Chapter 12 Assignment	5 marks
Chapter 13 Assignment	16 marks
Chapter 16 Assignment	<u>23 marks</u>
Total	85 marks

Field Trips and Speakers

Field trips and guest speakers can enrich your student's experience and help reinforce concepts. This module provides several opportunities for both.

The following are suggested field trips for Module 2:

- a coal mine
- a logging site
- Alberta Pacific Forest Industries Inc. (Al-Pac), a producer of pulp for paper products, to learn about their reforestation and environmental performance (The mill site is on Highway 63 near Boyle, Alta.)

If opportunities are available, listen to the following speakers discuss the stories and history of First Peoples and settlers in the Maritimes:

- Mi'kmaq Elders and storytellers
- Acadian descendants

Arrange for guest speakers such as the following:

- geographers
- meteorologists
- people in fishing, logging, and mining industries
- someone you know who is from the Maritimes or who has recently visited there to share photographs and recollections

Supplemental Reading

These are books your student might enjoy to supplement the topics covered in Module 2. Some of the reference books are not written at a Grade 5 student's reading level, so you may need to provide assistance with vocabulary and concepts.

- *Anne of Green Gables*, by Lucy Maud Montgomery.
- *Evangeline*, by Henry Wadsworth Longfellow.
- *Whylah Falls*, by George Elliott Clarke, Raincoat Books, 2000. (This is a novel about an African-Canadian community in Nova Scotia.)
- *All About . . . Provinces and Territories: New Brunswick*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Provinces and Territories: Nova Scotia*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Provinces and Territories: Prince Edward Island*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Capital Cities: Halifax*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Capital Cities: Charlottetown*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Capital Cities: Fredericton*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Famous Canadians from New Brunswick*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Famous Canadians from Nova Scotia*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Famous Canadians from Prince Edward Island*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.

- *All About . . . Canadian Geographic Regions: The Appalachian Highland*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Canadian Attractions: Cape Breton Highlands National Park*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Canadian Attractions: Prince Edward Island National Park*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *All About . . . Canadian Attractions: The Bay of Fundy*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *Prince Edward Island (Hello Canada)*, by Kumari Campbell, Fitzhenry and Whiteside Limited, 1999.
- *Nova Scotia*, by Alexa Thompson, Fitzhenry and Whiteside Ltd., 2001.
- *Nova Scotia*, by Harry Beckett, Weigl Educational Publishers, 2003.
- *The Halifax Citadel*, by Brian Cuthbertson, Formac, 2001.
- *A Kid's Reference Guide to Charlottetown, Canada's Birthplace*, by Robb Johnstone, Weigl Educational Publishers, 2000.
- *Canada in the 21st Century, Nova Scotia*, by Suzanne LeVert, Chelsea House, 2001.
- *Canada in the 21st Century, New Brunswick*, by Suzanne LeVert, Chelsea House, 2001.
- *Beginnings: From the First Nations to the Great Migration*, by Marshall Jamieson, Reidmore Books, 1996.
- *Early Canada*, by Emily Odynak, Weigl Educational Publishers Ltd., 1989.
- *The Dawn of Canada*, by Douglas Baldwin, Weigl Educational Publishers Ltd., 2003.
- *Our Country, Canada*, by Mary Cairo and Luci Soncin, Duval House Publishing, 2001.
- *The Canadians*, Andrew H. Malcolm, Griffin, 1991.
- *Canada: Its Land and People*, by Don Massey and Patricia N. Shields, Reidmore Books, 1995.

Websites

The following websites may be helpful for the study of Chapter 2:

- *Learn Alberta*
<http://www.learnalberta.ca>
- *The Atlas of Canada*
<http://atlas.gc.ca/site/english/index.html>
- *Canadian Geographic*
<http://www.cgkids.ca/cgkids/>
- *Library and Archives Canada*
<http://www.collectionscanada.ca/explorers/kids>

- *Canadian Broadcasting Company (CBC)*
<http://history.cbc.ca/history>
- *The Canadian Encyclopedia*
<http://www.thecanadianencyclopedia.com/>
- *Canada Cool*
<http://www.canadacool.com/>

Chapter Summaries

Chapter 1: Baddeck Bound

Objective

This chapter introduces the student to the character Solange Dupont and to the province of Nova Scotia. Solange is billeted with Mr. and Mrs. Ferguson and their daughter Kenna in Baddeck, Nova Scotia.

Instructional Strategies

Have the student read the narrative silently, and then discuss the content of the text together.

Discuss that because Baddeck is a small village, Solange took a connecting flight from Halifax to Sydney. Sydney is the closest city with an airport to Baddeck.

Remind the student to answer the questions and correct them in the Suggested Answers at the end of the chapter by himself or herself when the check icon appears.

Review how to use a scale on a map to measure distances.

With the student, go to the Internet and look up websites for Sable Island. Review how to conduct a search on the Internet; for example, type *Sable Island* in a search engine such as Google or Yahoo and enter several of the websites that come up. Then skim the text in the websites for the information needed.

To keep track of the websites visited throughout the course, remind the student to write the URLs in the Internet Journal provided in the Appendix of Module 1.

Websites

The following websites may provide useful information for Chapter 1:

- <http://www.destination-ns.com>
- <http://www.destination-pej.com>
- <http://www.destination-nb.com>

Chapter 2: The Mi'kmaq of the Maritimes

Objective

In this chapter the student reviews the capital cities of the provinces and territories and learns about the Mi'kmaq peoples in the Maritime provinces and their contemporary and traditional ways of life.

Instructional Strategies

Have the student show you the capital cities of the provinces and territories on the map of Canada or in an atlas. Verify that the student is correct. If the student is unsure about where the cities are located, direct him or her to the Internet. The capital cities can be found by typing *capital cities Canada* in a search engine.

At the end of the chapter, direct the student to Assignment Booklet 2A. Remind the student that he or she must work on assignments alone. Give assistance only if the student does not understand the wording of the assignment. Tell the student to return to the Student Module Booklet after completing the assignment.

Websites

The following websites may provide useful information for Chapter 2:

- <http://www.gov.ns.ca/abor>
- <http://museum.gov.ns.ca/mikmaq>

Chapter 3: Oral Tradition

Objective

In this chapter the student learns about some of the stories of the Mi'kmaq peoples, the tides of the Bay of Fundy, and the Hopewell Rocks in New Brunswick.

Instructional Strategies

Discuss the three stories presented with the student. Have the student explain why he or she selected one of the stories as a favourite.

Together with the student, find websites that show the differences in high and low tide in the Bay of Fundy.

At the end of the chapter, direct the student to Assignment Booklet 2A.

Websites

The following websites may provide useful information for Chapter 3:

- <http://www.collectionscanada.ca/settlement/kids/>
- <http://museum.gov.ns.ca/fossils/index.htm>
- <http://www.explorenovascotia.com/>
- <http://personal.nbnet.nb.ca/thecreek/rocks.htm>

Chapter 4: Life in Early Acadia

Objective

This chapter focuses on life in early Acadia, how the Acadians adapted in their new land, their relationship with the Mi'kmaq People, and what happened to the Mi'kmaq People after Europeans arrived.

Instructional Strategies

Have the student show you where Chignecto Bay and Chignecto Isthmus are on the map of Nova Scotia.

Talk about the dikes and how they keep seawater from overflowing onto land.

At the end of the chapter, direct the student to Assignment Booklet 2A.

Websites

The following website may provide useful information for Chapter 4:

<http://museum.gov.ns.ca/mikmaq>

Chapter 5: A Visit to the Fortress of Louisbourg

Objective

In this chapter the student learns about the Fortress of Louisbourg and historical events of the 1600s and 1700s.

Instructional Strategies

Look at the Parks Canada website with the student. Talk about historic sites in Canada and in the student's province.

Discuss reasons why the French and English fought for control over the New World: they each wanted to control the lucrative fishing and fur-trading markets.

Allow the student time to search for information about the Fortress of Louisbourg on the Internet or in encyclopedias or reference books. If possible, take him or her to your local library.

At the end of the chapter, direct the student to Assignment Booklet 2A.

Websites

The following websites may provide useful information for Chapter 5:

- <http://www.louisbourg.ca/fort/>
- <http://louisbourg.com/fortress.html>

Chapter 6: An English Presence in Acadia

Objective

This chapter focuses on life in the Fortress of Louisbourg, the capture of the fortress by the British, and the growing British presence in Acadia.

Instructional Strategies

With the student, discuss how the British replaced French and Aboriginal place names with English ones. Find websites on the Internet that list the changes. Which names would the student have left alone?

Talk about the French and British presence in Atlantic Canada. Ask the student to predict what happens next to the Acadians, with the British overthrowing Louisbourg and other forts in the region. Have the student write his or her predictions in the Student Module Booklet.

Websites

The following website may provide useful information for Chapter 6:

<http://www.acadian-home.org/>

Chapter 7: The Great Expulsion

Objective

This chapter explains how and why the Acadians were driven out of Acadia by the British and describes their life after the expulsion.

Instructional Strategies

Ask the student to tell you what *upheaval* means after he or she has looked up the word in the dictionary. Have the student write the definition in the Student Module Booklet.

Encourage the student to read the story *Evangeline* by Henry Wadsworth Longfellow and to share his or her thoughts about it afterward. If reading the poem is challenging for the student, you may wish to read it to the student or share the reading with the student.

The student may need help finding the town of LaHave. Direct him or her to look in an atlas or to locate it on the Internet. The town is just southeast of Bridgewater on the southern shore. Grand Pré is near Wolfville. (This should not be confused with Grand-Pré, Québec.).

Have the student show you where these states are on a map of the United States: Georgia, North Carolina, South Carolina, New York, Connecticut, Massachusetts, Pennsylvania, Maryland, Virginia, and Louisiana.

Return to the student's prediction in Chapter 6. Discuss how accurate it was.

At the end of the chapter, direct the student to Assignment Booklet 2A.

Websites

The following websites may provide useful information for Chapter 7:

- <http://museum.gov.ns.ca/>
- <http://www.acadian-cajun.com/1758ex.htm>
- <http://www.acadian-cajun.com/exile.htm>
- <http://www.canadianheritage.org/>

Chapter 8: Creating a Time Line

Objective

The student learns about the value of a time line and creates one to represent Acadian history.

Instructional Strategies

Talk about a time line, what it is, and how it's used.

Discuss Kenna's time line with the student by going over each of the events. Ask if the events are listed in the correct order (they are).

Encourage the student to create the personal time line in the Going Further activity. This website contains a time-line generator:

http://teach-nology.com/web_tools/materials/timeline/

At the end of the chapter, direct the student to Assignment Booklet 2A.

ASSIGNMENT BOOKLET 2A

Grade 5 Social Studies
Module 2: Chapters 1–8

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

Mailing

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

GRADE 5



SOCIAL STUDIES

Canada

The Land, Histories, and Stories

Assignment Booklet 2A

Module 2

Navigate the Maritimes

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 2 Assignment	16	
Chapter 3 Assignment	8	
Chapter 4 Assignment	9	
Chapter 5 Assignment	7	
Chapter 7 Assignment	15	
Chapter 8 Assignment	15	
	70	

Teacher's Comments

Grade 5 Social Studies
Module 2: Navigate the Maritimes
Assignment Booklet 2A

Cover Art: *compass, globe, and airplane* Image Club ArtRoom/
Getty Images *maple leaf* © 2006 Jupiterimages Corporation

Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:



- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2007, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source and must be used as is. This courseware may be reproduced in any form, including photocopying, without the written permission of Alberta Education. Changes can be made only to content owned by Alberta Education. For more detailed information, refer to the Terms of Use Agreement. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.

ASSIGNMENT BOOKLET 2A
GRADE 5 SOCIAL STUDIES: MODULE 2
CHAPTER 2 ASSIGNMENT TO CHAPTER 8 ASSIGNMENT

This Assignment Booklet is worth 70 marks out of the total 155 marks for the assignments in Module 2. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

16

Chapter 2 Assignment: The Mi'kmaq of the Maritimes

13

1. On the following map, draw a blue dot to show where the capital cities of the provinces and territories are. Beside each dot, write the name of the capital city. Be sure to spell it correctly.



ADAPTED FROM MAP RESOURCES



Turn to page 18 in the Module 2 Student Module Booklet.

2. Compare the traditional lives of the Mi'kmaq with the Beothuk of Newfoundland and Labrador.
- a. List two similarities between the Mi'kmaq and the Beothuk.

1

- b. List one difference between the Mi'kmaq and the Beothuk.



Turn to Chapter 3 in the Module 2 Student Module Booklet.

8

Chapter 3 Assignment: Oral Tradition

Use the information in the chart you completed in the Student Module Booklet to help you compare the three Mi'kmaq stories. Complete the following chart to compare the stories for similarities and differences. In the left column tell two ways the stories are the same, and in the right column tell two ways the stories are different. Use point form if you do not have room for sentences.

Similarities in the Stories	Differences in the Stories



Turn to Chapter 4 in the Module 2 Student Module Booklet.

9

Chapter 4 Assignment: Life in Early Acadia

You learned that the French settlers and the Mi'kmaq interacted.

5

1. How did the Mi'kmaq People help the Acadians survive? List five ways.

2

2. How did the Acadians help the Mi'kmaq People? List two ways.

2

3. Interaction between the settlers and the Mi'kmaq was not always beneficial. List two ways contact with the Acadian settlers was harmful to the Mi'kmaq.



Turn to Chapter 5 in the Module 2 Student Module Booklet.

7

Chapter 5 Assignment: A Visit to the Fortress of Louisbourg

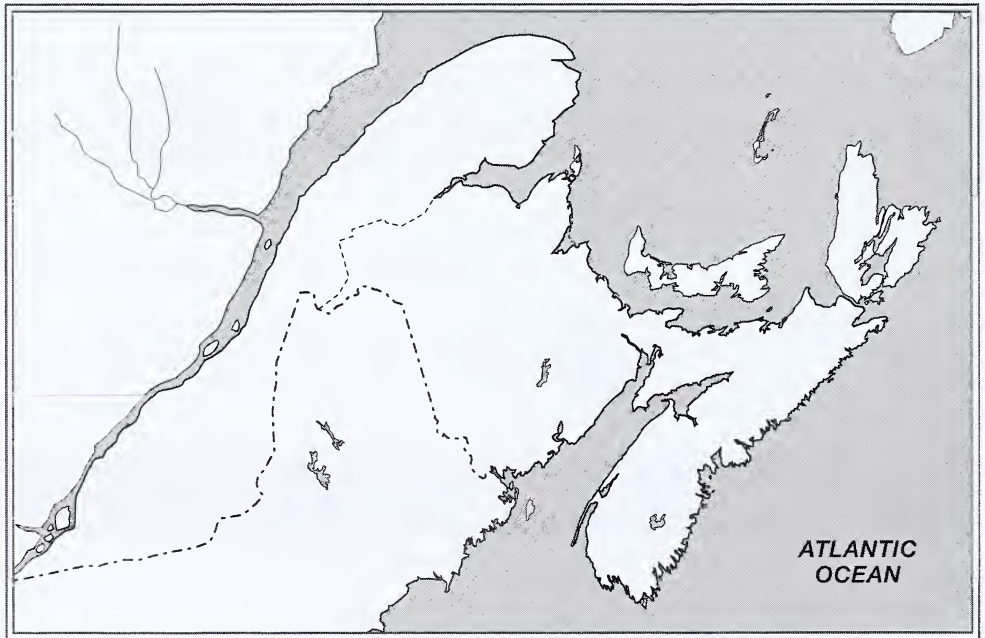
2

1. Give two reasons why the English and French fought over the New World.

- ① 2. On the following map, label the St. Lawrence River and the location of Louisbourg.
- ② 3. Why did the French build the Fortress of Louisbourg?

4. A peace treaty in Europe divided Acadia between England and France in 1713.

- ① a. On the following map, colour the land taken over by England red.
- ① b. Colour the land kept by France blue.



ADAPTED FROM MAP RESOURCES



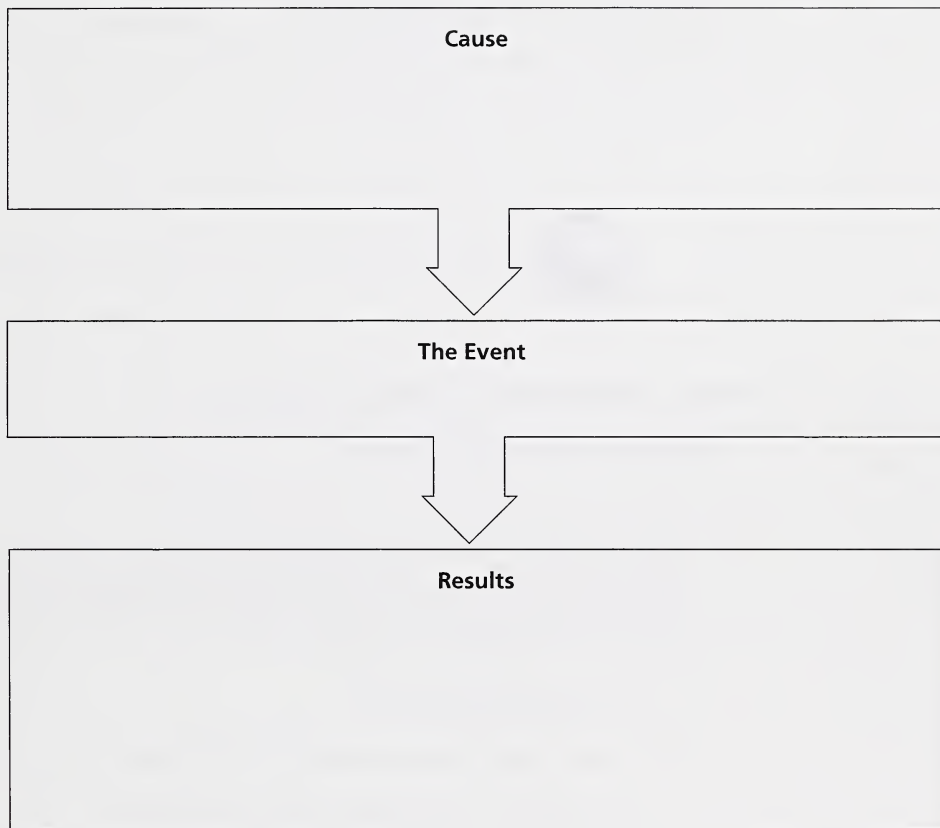
Turn to Chapter 6 in the Module 2 Student Module Booklet.

15

5

Chapter 7 Assignment: The Great Expulsion

1. Fill in the information to complete this cause and effect organizer about the expulsion of the Acadians. Begin by filling in the event in the centre of the diagram.

CAUSE AND EFFECT ORGANIZER

5

2. The Acadian story tells us about Francophone history in the Maritimes. Choose one part of the Acadian story that you found most interesting. Tell what that was and why you find it interesting.

5

3. Describe two ways in which the Acadian culture and identity is unique and still carried on in the Maritimes.



Turn to Chapter 8 in the Module 2 Student Module Booklet.

15

Chapter 8 Assignment: Creating a Time Line

1

1. Complete the following vertical time line.

a. Give your time line a title.

12

- b. Read the following list of key events that occurred between 1605 and the 1760s. Match the events with the dates in the time line. Fill in the time line with the event that corresponds to the date. Note there are two different events for 1713. Read the time line after you have filled it in to make sure it is accurate.

- The Great Expulsion begins.
- Halifax is established by the British as a military base.
- France loses all its possessions in Canada to the British.
- Samuel de Champlain sets up the first successful French settlement in Canada at Port Royal.
- The French establish a settlement at Louisbourg on Cape Breton Island.
- After several weeks of battle, the British capture the Fortress of Louisbourg for the final time.
- A peace treaty in Europe divides Acadia: England takes mainland Nova Scotia and New Brunswick, and France keeps Cape Breton Island and Prince Edward Island.
- The Fortress of Louisbourg is demolished by the British.
- The first Scots settle in Cape Breton after King James I of England gives Sir William Alexander the right to settle Acadia.

- The Acadians are allowed to return to Canada, only to find their land settled by the Planters.
- British troops capture the Fortress of Louisbourg and hold it for three years before handing it back to the French.
- The Scottish settlement in Cape Breton is destroyed and the settlers return to Scotland.

<hr/>	
1605	<hr/> <hr/> <hr/> <hr/>
1620s	<hr/> <hr/> <hr/> <hr/>
1632	<hr/> <hr/> <hr/> <hr/>

1713	<hr/> <hr/> <hr/> <hr/>
1713	<hr/> <hr/> <hr/> <hr/>
1745	<hr/> <hr/> <hr/> <hr/>
1749	<hr/> <hr/> <hr/> <hr/>
1755	<hr/> <hr/> <hr/> <hr/>

1758	<hr/> <hr/> <hr/> <hr/>
1760	<hr/> <hr/> <hr/> <hr/>
1763	<hr/> <hr/> <hr/> <hr/>
1760s (after 1763)	<hr/> <hr/> <hr/> <hr/>

①

2. a. According to this time line, how many years did the French live in Acadia before the expulsion? _____

①

b. How many years did it take for them to be allowed to return? _____



Turn to Chapter 9 in the Module 2 Student Module Booklet.

